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William James and Other Essays on the Philosophy of Life. By J. ROYCE. New York, The Macmillan Co., 1911. pp. xi., 301.

Three Philosophical Poets: Lucretius, Dante and Goethe. By G. SANTAYANA. Cambridge, Harvard University, 1910. pp. viii., 215.

Professor Eucken of Jena, who was awarded a Nobel prize for literature in 1908, is one of the best known of contemporary German philosophers. He is to be classed with men like Kuno Fischer and Paulsen rather than with the systematists in philosophy, and while he writes from ripe experience and full knowledge, his work is most valuable, perhaps, as the expression of a noble and many-sided personality. The present volume—a translation of *Die Grundlinien einer neuen Lebensanschauung*, published in 1907—sets forth the author's theory of Activism, which maintains that "the basis of true life must continually be won anew;" "only through ceaseless activity can life remain at the height to which it has attained." The book, although not technical, is by no means easy reading, and the translation is unnecessarily heavy. For the assistance of non-philosophical readers the translator has prefixed a useful Introductory Note, which gives the main outlines of Professor Eucken's position, and relates it to current modes of philosophising. Such readers may also be recommended to approach Eucken by way of Boyce Gibson's little work, "Rudolph Eucken's Philosophy of Life."

Professor Perry's volume contains a critical discussion, based in part upon articles already published, of the present philosophical tendencies which may be grouped under the headings of Naturalism, Idealism, and Realism. From this he passes to a constructive exposition of his own realistic doctrine: theory of mind, theory of knowledge, philosophy of life. The most interesting chapter, to the psychologist, is that entitled A Realistic Theory of Mind, where he may discover how psychological methods appear when viewed through the prism of a realistic philosophy. An introduction treats of the relation between philosophical theory and established belief, and of scientific and religious motives in philosophy; and an appendix reprints an essay on The Philosophy of William James.

Professor Royce's new book consists of five essays: William James and the Philosophy of Life, Loyalty and Insight, What is Vital in Christianity, The Problem of Truth in the Light of Recent Discussion, and Immortality. Its most important sections are, perhaps, those which discuss the theory of truth (Essay IV., pp. 233 ff.). The remaining essays break no new ground, though they are welcome as throwing light upon various points of Royce's system.

Professor Santayana's studies, based on lectures delivered at Harvard and Columbia Universities and at the University of Wisconsin, are interpretative rather than critical; that of Lucretius is, in the opinion of the present writer, the most successful of the three. Limitations of space, and the definite scope of the JOURNAL, must be the reviewer's apology for this casual and belated reference to a charming book.

Increasing Human Efficiency in Business: a Contribution to the Psychology of Business.. By W. D. SCOTT. New York, The Macmillan Co., 1911. pp. v., 339. Price \$1.25 net.

Human Efficiency: a Psychological Study of Modern Problems. By H. W. DRESSER. New York and London, G. P. Putnam's Sons, 1912. pp. xi., 387.

Both of these authors derive their psychology from certain passages in the writings of the late Professor James; both begin their exposition with references to Taylor and Scientific Management; and both exalt Efficiency as a personal and social ideal of living. Professor Scott, however, sticks closely to business; Dr. Dresser takes a wider range. The former discourses of Imitation, Competition, Loyalty, Concentration, Wages, Pleasure, Love of the Game, and Relaxation as means of increasing human Efficiency, of Rate of Improvement in efficiency, of the welding of Theory with Practice, of the Formation of Judgments and Habits,—the various topics being set forth in brief paragraphs (probably to secure relaxation) interspersed with italicised summaries (to secure concentration). The book is less a contribution to the psychology of business than a reading of certain business principles and results in the light of a highly schematic psychology.

Dr. Dresser teaches that "efficiency in the largest sense is a synonym for the art of life, for adaptation to nature." Psychologically, his acceptance of this ideal leads him "to restore the will to its proper place in contrast with recent interest in suggestion and the subconscious;" ethically, it leads to the doctrine of self-realisation. The keynote of the book is the writer's insistence on the possibility of conscious control. "Bundles of tendencies we surely are;" but "for every man who wills to become highly efficient there is a way to acquire inner control, to master habits, wasteful emotions, troublesome moods, and all other adverse mental states;" "the rational way to think is with reference to the consistent, ideal self we will to become, the self which life is ready to develop in us." Dr. Dresser tends to a homiletic style, and does not always escape the danger of platitude ("He who loves his work will find a way to do it well," "Time settles many matters which persistent thought could not solve"). He has extended the meaning of efficiency to include moral and spiritual values; yet the suggestion of industrial efficiency is always present; and the reader, puzzled by the many shifts and enlargements of reference, will probably hold fast to that as the type of efficiency in general. The reviewer is persuaded that Efficiency is not the goal of human living. But, be that as it may, the author would do well to bear in mind the procedure of that Socrates whom he praises as the "pioneer of precise thinking," and to pay more regard to definition and induction.

A Text-book in the Principles of Education. By E. N. HENDERSON. New York, The Macmillan Co., 1910. pp. xiv., 593. Price \$1.75 net.

Outline of a Course in the Philosophy of Education. By J. A. MACVANNEL. New York, The Macmillan Co., 1912. pp. ix., 207. Price 50 cents net.

Professor Henderson discusses the principles of education under the three headings Education as a Factor in Organic and Social Evolution, The Process of Education in the Individual, and The Educational Agencies. The treatment throughout is frankly teleological, and mind, conscience and all the higher powers of the individual are treated from the utilitarian point of view. At the same time, the author makes it clear that successful practice is not the be-all and the end-all of human living; there is room for idealistic philosophy; and "education in a democracy means a vocational training for each and